

# Unit Planning Guide: Grade 3 Unit 6 of 6

Unit Title: Author Study	Pacing (Duration of Unit): 8 weeks 32-39
Grade: 3	Buffer Day(s):

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

**RL3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

**RL3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).

RI3.5 Use text features and search tools (e.g., key words sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

RI3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 texts complexity band independently and proficiently.

W3.2c Use linking words and phrases (e.g., also, another, and more, but) to connect ideas within categories of information). MOVE TO UNIT 4

**W3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (refer to Language standards for third grade).

W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### WiDA Standards (ELL)

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#### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate

<p>SL3.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL3.4 Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, and speaking clearly at an understandable pace.</p> <p>SL3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>language function expectations and scaffolds or supports.</p>
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**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Studying characters can help us understand our own lives</li> <li>• Authors use their own lives and adventures that others can learn from</li> <li>• Books in a series often have continuity in characters, setting and themes</li> <li>• Illustrations help the reader comprehend the plot, tone, mood ,character and setting of a book</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> <li>• Where do writers get their ideas?</li> <li>• How can studying one author influence our own writing?</li> <li>• How do illustrations in the book help readers understand the words and ideas?</li> <li>• How does understanding a character help us to understand ourselves?</li> </ul>
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Acquisition (*Mostly assessed through traditional summative assessments)	
<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p>Students will know ...</p> <ul style="list-style-type: none"> <li>• The background culture and stories of (author/s selected; e.g. Cynthia Rylant, Gail Gibbons, Roald Dahl, Seymour Simon, E.B. White, )</li> <li>• The basic story elements expected in a narrative text (setting, characters, problem, solution)</li> <li>• Characteristics of books in a series</li> <li>• That an author’s work might reflect elements of the author’s own experiences</li> <li>• Illustrators make choices about how to illustrate a story what to emphasize visually about characters and settings</li> <li>• The meaning of the term theme as the central idea or ideas in a literary work</li> <li>• The differences between narrative and analytical writing</li> </ul> <p><b>Key Academic Vocabulary</b></p> <p>Character traits</p> <p>Analyze</p> <p>Culture</p> <p>Narrative writing</p> <p>Analytical writing</p> <p>Inferring</p>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom’s Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• Interpreting and discussing ideas in the chosen authors’ books (Analyzing)</li> <li>• Comparing and contrasting characters, setting and plot in several books by the same author (Analyzing)</li> <li>• Examining illustrations and explaining how they support understanding of the text (Analyzing)</li> <li>• Inferring the central message/theme and supporting their ideas with evidence from text or illustration (Understanding)</li> <li>• Identify and describe the setting, characters and sequence of events in a story (Remembering)</li> <li>• Developing a topic with facts, definitions and related details (Creating)</li> </ul>

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